

4. Evidence of Past Impact

Provide evidence of the impact on past professional learning your organization has conducted.

The HMH professional services team has experience working with hundreds of schools throughout the country, both urban and suburban. Sample districts that have benefited from our work range from large districts such as Chicago, Dallas, Houston, Los Angeles, New York City, and Philadelphia, to smaller districts such as Asbury Park, Buffalo, Gary, Norfolk, San Bernardino, and Tulsa. Likewise, many state departments of education and territories have also partnered with us, including Arizona, Connecticut, Hawaii, Indiana, Iowa, Louisiana, Maine, Massachusetts, Nevada, Puerto Rico, Utah, and Virgin Islands. HMH core curriculum and intervention programs are used throughout the country in state and local adoptions.

We are proud of our work around the country and invite you to share in celebrating the successes of some of our partnerships. Please read our examples and follow the links below to hear about our work firsthand:

- Troup County School System, Georgia: <https://tinyurl.com/troupga>
- Asbury Park School District, New Jersey: <https://tinyurl.com/asburypk>
- Lexington-Richland School District 5, South Carolina: <https://tinyurl.com/lexrich5>

State or District	Description of Service
Arlington Independent School District, Texas	Professional development services in Arlington ISD have consisted of intensive reading intervention using a blended approach for <i>READ 180</i> and <i>System 44</i> and professional services with the result of on average <i>growth of four academic years per student in one year of implementation</i> .
Asbury Park School District, New Jersey	In the second year of a K–12 Leadership, Literacy, and Math Initiative, students are already seeing significant growth in reading achievement: 68% of students exceeded one-year growth and 41% of students exceeded two-year growth in literacy in 2016.
Brockton High School, Massachusetts	ICLE worked with Brockton to dramatically increase the number of students passing the Massachusetts Comprehensive Assessment System. The pass rate for ELA went from 55% to above 90% and for math from 22% to above 80%.
Garden Grove Unified School District, California	Garden Grove USD revised and implemented universal screening, diagnosing, problem solving, monitoring systems, intervention schedules, and student supports resulting in a 90% reduction in students scoring in the lowest reading performance band, and a 60% increase in students scoring in the highest performance band.



Norfolk Public Schools, Virginia	In 2016, HMH and Norfolk Public Schools launched an ambitious districtwide literacy initiative designed to improve the quality of engagement and rigor in reading and writing. At the conclusion of year one, nine supported sites showed a 78% increase in Virginia Standards of Learning Reading scores.
Norwalk Public Schools, Connecticut	Using a comprehensive solution of intervention and HMH transformation frameworks, Norwalk Public Schools (NPS) leaders partnered with HMH to enact a comprehensive school transformation. In the first year after beginning its partnership with HMH, NPS closed the achievement gap by 37% in math and 32% in English Language Arts compared to the state. The graduation gap as compared to the state also closed this year, with an overall graduation rate for NPS of 90.5% compared to the state's average of 87.4%.
Poughkeepsie High School, Poughkeepsie City School District New York	ICLE and Poughkeepsie High School partnered to improve student learning and performance and in 2013–14, the high school met the priority school removal criteria, in 2015 and 2016 raised ELA test scores by 6%, and in 2016, became a New York State School in Good Standing.
San Bernardino City Unified School District, California	In 2013 San Bernardino City Unified School District (SBCUSD) partnered with ICLE to implement the <i>Rigorous Curriculum Design</i> process. From 2013 to 2016, SBCUSD improved its average on the standardized testing from 31.53 to 43.94.
The School District of Philadelphia, Pennsylvania	In 2017, the School District of Philadelphia concluded a successful multi-year partnership with HMH to develop teacher and administrator capacity to support the academic needs of students as part of Philadelphia GEAR UP. As a result of our efforts, the percentage of seniors who graduated from high school increased from 66% to 81% and the probability of students graduating on time from high school was significantly higher for GEAR UP students than students in the comparison group (87% compared to 67%, respectively).
Tulsa Public Schools, Oklahoma	Through partnership with HMH, Tulsa raised reading proficiency by 19.8 percentage points for <i>READ 180</i> students. 25% of <i>READ 180</i> students that were below grade level at the start of the school year are now reading at or above proficiency and 44% of <i>System 44</i> students exceeded the annual growth target.
Windham School District, Connecticut	In the fall of 2014, as one of Connecticut's 30 lowest-performing districts, Windham School District (WSD) engaged HMH as a school improvement partner to help meet its intervention plan. By 2016, year end, the Smarter Balanced Assessment Consortium tests (SBAC) score changes in both Math and English Language Arts



(ELA) showed WSD students increased by 17.1 points in Math and 13.8 points in ELA. Student Growth measurement on the SBAC showed a 42.6% increase in math scores and a 43.8% increase in ELA scores from 2015-2016.

In gathering evidence of the effectiveness of our professional learning, we look to all five of Thomas R. Guskey's levels of information: Participants' Reaction, Participants' Learning, Organizational Support and Change, Participants' Use of New Knowledge and Skills, and Student Learning Outcomes.

To assess Level One, Participants' Reactions, participants partake in surveys immediately following training. For example, our Math Solutions training survey results indicate:

- 97.0% of participants believe what they learned in the course will improve student achievement
- 97.6% of participants will use the instructional strategies they learned during training in their teaching
- 97.1% of participants affirm that consultants effectively facilitate learning

To assess Level Two, Participants' Learning, HMH uses in-training modeling and lesson-planning. In addition, job-embedded and online coaching through the Professional Learning Portal and HMH's Coaching Studio allow consultants to assess implementation and ensure that teachers and leaders are applying practices learned in training. Our consultants work with educators to continue self-assessment and growth after our collaboration is complete.

Levels Three and Four, Organizational Support and Change and Participants' Use of New Knowledge and Skills are assessed using rubrics and frameworks specifically designed to use during walkthroughs and classroom visits for this purpose. By providing these rubrics and training both teachers and leaders on the use, our teams help districts build capacity. Examples of rubrics include the Math Solutions *Instructional Practices Inventory* designed to guide leaders and teachers in creating a model math classroom. It outlines best teaching practices and student learning practices and is utilized in the assessment of the instructional needs of teachers, monitoring progress, and end-of-year or project summaries. Other examples include our rigor, relevance, and learner engagement rubrics offered during classroom visits to measure the following indicators: thoughtful and meaningful work, high-level questioning, academic discussion, learning connections, active participation, and formative processes and tools in grade-level and subject-specific classrooms.

HMH utilizes multiple means of measuring Level Five, Student Learning as demonstrated by the above abstracts: SBAC tests, standardized state tests, graduation rates, individual growth rates and targets, student grades, grade-level performance, Lexile measures, Quantile measures, as well as formative and summative testing through our curriculum and intervention programs such as *HMH Reading Inventory*, *HMH Phonics Inventory*, and *HMH Math Inventory*.

